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MISCELLANEOUS JOURNAL.

Preface to the Selecta Principum Historicorum, published by
WYTTENBACH.

[Translation. Continued from p. 206.]

IT will be as unnecessary, as it would be tedious, to state my reasons for selecting the particular passages which I have from the five authors above mentioned. It can scarcely be conceived, how much time I have spent in making a choice, and in deliberating whether I should take this or that passage; at one time rejecting parts which I had just transcribed, and at another, making additions of new matter; and, after all, doubting whether I should not still take some other parts, which charmed, and as it were, fastened themselves upon me. In choosing such as I have, it has been my aim to take those passages which would please, at the same time that they would be useful to learners; and I had regard particularly to such as were easy to be understood, or would afford delight from their elegance, and instruction from their weight of matter, or would conduce to an accurate knowledge of the particular genius of the author. I have frequently chosen an author's *Exordium*; because an accurate examination of that, like opening the vestibule of a temple, displays the work itself to our view; and because I had observed that young persons, who attempted to master an author by their own efforts, were often deterred from prosecuting their design by the difficulties they encountered in the commencement of his works from the peculiarities of a style, to which they had not been accustomed. From Plutarch I have selected two entire lives, those of Demosthenes and Cicero; which above all others are most intimately connected with whatever relates to elegant literature.

In the works which we have of the ancients, it now and then happens that we find expressions which are either corrupted, or obscure from other causes; and this makes them hard to be understood at all by pupils, and not easy to be

thoroughly comprehended even by the learned. Difficulties arising from the first cause I leave to oral explanation in my school ; those of the other kind, as well as the emendation of corrupted readings, I have thought proper to publish in my notes to this volume ; but at the same time with so much brevity, as not to tire or confound the learner.

The several extracts are here given, as they are to be found in the most correct editions. Herodotus, as corrected by those eminent men, Wesseling and Valckenaer, holds the first rank among the editions of Greek authors ; Thucydides, notwithstanding the labours of the excellent editor, Duker, falls far short of Herodotus ; Xenophon is in a proportionably worse state than Thucydides, and Plutarch, worse than either ; for Stephens' editions of the two latter are still the best ; that is, the second Paris edition of Xenophon, in 1581, and the Genevan octavo edition of Plutarch, of 1572.

In correcting the text of Polybius, the diligence of learned editors (the last of whom is the celebrated Schweighaeuser) has effected as much as could be done with the means which remain to us. I have not overlooked the materials of the later commentators and editors, but have given them due praise in my notes ; in which also, I have apprised the reader of such emendations as I thought worthy of being adopted, either from the suggestions of others, or from my own conjectures, or lastly from manuscripts ; for I have had recourse to some manuscripts which were never before used ; as in the text of Thucydides I have employed the manuscript which lately belonged to the younger Burman, and had before that been the property of Meybomcius ; and in the extracts from the *Cyropædia*, I have used a manuscript of the very first character : both of these belong to the library of Leyden University, and were submitted to my use by the kindness of Ruhnken. In Plutarch, I had many aids in my own collection of materials, which contain the various readings of about ten ancient manuscripts. To each of the extracts I have prefixed a concise, but plain argument, which I have written in Greek ; and this will not be disapproved of by any person who likes consistency ; for, if it is proper to have Latin arguments in Latin authors, we ought to have Greek ones in Greek authors ; or at least, if we must have Latin arguments in Greek books, we ought in Latin books to have arguments

in the vernacular tongue of the editor. But, in this particular, as I have followed my own taste, so I leave others to consult theirs. And here I should close this preface, if I were not impelled by the occasion of publishing a book for my pupils, to address some remarks particularly to them.

How much the knowledge of the Greek language, my excellent young friends, conduces to an intimate acquaintance with every part of literature, and the discipline of the understanding, I need not enforce to you ; for what other motive than a conviction of this truth has induced you to place yourselves under my instruction ? Now, the utility, let me assure you, is not greater than the pleasure of it ; and it is as easy as it is pleasant. Do you ask me how this last can be the case, and do I find you addressing me thus ;—‘ we are sensible, indeed, of the pleasure attending the study of it ; but how can it be so easy of acquisition as you represent it ? We are not able to proceed a step in any author without our Lexicons, which we are obliged to be perpetually consulting.’ I know, my beloved pupils, such is your case at present ; but it will not long be so. Remember the adage, which you learned in your childhood, *the root of learning is bitter, but the fruits are sweet*. You have already passed the far greater portion of the bitter part ; you are now fast approaching the fruit, and will daily more and more enjoy the sweetness of it. Do not suffer the dishonour of giving up the pursuit, when the goal is just in sight. Within a little time you shall understand the Greek, with as much ease as you now read the Latin authors ; nor, indeed, unless you accomplish this, would it be worth your while to have gone through the labour you have already performed. You might, indeed, have already arrived at that point, and you would by this time have possessed a more abundant and more accurate knowledge of Latin, if you had commenced the studies of your childhood with Greek instead of Latin. But, that such a practice will be adopted in public institutions is what I dare not hope for, however ardently I may desire it. I earnestly wish it may become more common in private instruction ; for most certainly those, who wish to train a child from his earliest years to distinguished acquisitions in literature, ought not to dispense with it. For to what cause is it owing, that of the great number of persons, who study Greek, so few attain to eminence in that part of learning ? The labour of

youth is lost in our endeavours to correct the preposterous education of childhood, and make good the loss of past time ; and there are few, who can thus compensate the loss ; for almost all are in want of either leisure or zeal, or method or instructors. As to yourselves, however, so much as depends upon the instructor I will engage to do ; for, though I also in my childhood was perplexed with the mistakes of an absurd education, yet, as I grew up, it was my good fortune to be brought back to the method which nature points out, and I have now employed myself for twenty-two years in the education of youth according to the same method.

First of all, it is necessary for you to know what qualifications I wish you to possess when you place yourselves under my instruction. I require but little ; of that little however I cannot dispense with the smallest portion. You must have a knowledge of the Declensions and Conjugations, by having studied some of the books of Rudiments ; and you must also have some knowledge of *construing** and translating Latin. Thus much is always attained in this city, by those who go from the Gymnasium to the Athenæum ; and I require nothing more. After you enter upon my course of study, your duty will consist of three parts ; the preparation of your exercises, attendance at school, and repetition, or a review of your studies. I shall now say a few words on each of these heads.

Your *preparation* is to be conducted in this manner ;—you will at home study and reflect upon those parts of authors, which are to be read at school ; and, only looking out the words themselves in your Lexicon, you will search for the different parts of verbs and nouns in some compendium of grammar, or book of rudiments ; for I choose this method, instead of resorting to an analytical part of a Lexicon. Having then noted down each of these, you will compose and render the meaning of the sentence in Latin. In respect to

* Some readers may not be apprised, that in the schools of the continent of Europe, the word *construe* does not, as with us, mean *to translate*, but *to arrange the words of a sentence in their proper order before rendering it*. In Germany this is a particular object of attention. I know of but one school among us in which this method has been tried, and that is the public Grammar School in a neighbouring town, where, I am informed, it is found by experience to be of manifest advantage to the pupil.

TRANSLATOR.

grammars, it is hardly necessary for me to advise ; they all have some errors, which, however, the master will easily correct ; that of Vossius, however, will afford you sufficient assistance. In respect to Lexicons, we are much more embarrassed in making a choice ;—I do not, however, find any one of them better adapted to your use than Ernesti's edition of Hedericus, which may be recommended for its moderate size, its copious list of words and the facility of finding them. I say nothing of Scapula, Stephens and others, because you will resort to them with advantage at a future day ; for the present, that of Hedericus is more suitable for you. But I do not mean to be understood as commending that work in unqualified terms. Great, indeed, were the services which Ernesti rendered to studious youth by enriching and correcting Hedericus' work ; and it would betray a want of liberality to withhold from him commendation and gratitude for what he has done, merely because he has not corrected all its faults. But I should be not less culpable, if I did not declare the truth, especially when the occasion itself, as well as the good of my pupils, demands it. Ernesti was certainly an eminent man and was honoured with much praise ; and I should think myself fortunate to obtain a very small portion of the commendation which he received. In Greek literature, he far excelled Hedericus ; but he was quite as much excelled himself by the Hemsterhusiuses, the Valckenaers, the Ruhnken, the Piersons and the Lenneps.

Now, in the first place, as to what he professes in the title page of the work, that he had enriched it with many thousand words, he ought to have considered that such a mass was more suitable for a Thesaurus, than for a Lexicon intended for young persons. Nay, who would undertake to comprise even in a Thesaurus, all the treasures of the Greek language ? He might with more truth have said in his title ;—*enriched with many thousand words ; yet wanting many thousand more.* But, pray, of what sort are the words which he has thus added ? Why, truly, of a sort about which nobody would be at a loss, from already knowing their roots, or the words which have an affinity with them ; as, for instance, in Polybius ; ἐμπόδιμα, ἐμπόδιστής, ὁμόπρασμον, παρόρμημα.

I do not disapprove of these additions, ' but they were not of so much importance as to be a subject of boasting. Who,

that reads Polybius, would not understand those words by mere use, without looking for them in a Lexicon? On the other hand, many *primitive* words are omitted, the knowledge of which is indispensable to the understanding of the rest of the language; while many *derivatives* are set down as primitives, and all notice of their origin omitted. I forbear to say any thing of his Analytical Part, which, in truth, he seems not to have touched; so foul has he left it with Schrevelius's rubbish of absurd etymologies and perplexed explanations of the parts of verbs. In my opinion, a Lexicon, that would be most useful for an intimate knowledge of the language, ought to contain not only words which are authorized by the best writers, but also, according to Hemsterhusius's plan, the primitive and simple forms of words; then those which are formed from them; and lastly, the letters and syllables which are prefixed or subjoined to them in order to augment and change the nouns and verbs. This it is, that gives such wonderful copiousness to the Greek language, and makes it, like the yielding wax, fit to receive an impression of every thing which can be conceived in the mind; the leading idea or substantial part of every word being formed and fitted to every variety of kind as well as degree, and yet preserving throughout some evident traces of its origin. Now a Lexicon of this kind might easily comprise at once the significations of the omitted words, an analytical part, and all the principles of grammar which are used in explaining the parts of the declensions and conjugations. But on this subject I shall, perhaps, have occasion to speak at another time.

I must now say something of the *preparation* of your exercises; in which if your Lexicons lead you into any mistakes I shall correct them in your recitations. Now at my lectures, you will not be silent hearers only; but you will be called upon to interpret passages of an author, and to answer such questions as I shall put to you. No one of you will fail to do this, who is desirous of making a proficiency in his studies; and of that, you will all be desirous. In this way we shall reap the benefit of the Socratic method of instruction; while I shall, at the same time, discover the genius of each one of you, and be enabled to accommodate myself to it. I shall draw out from you all your opinions, both true and false; the former I shall confirm, and the latter will be eradicated.

Every day's task will be first gone over by the elder pupils, and the succeeding day, the younger ones will repeat it ; and by this method, we shall obtain such a familiar acquaintance with an author, that there will be no need of further repetition, but all the pupils will be able to interpret an author together. This is your duty. As for mine, it consists of so many particulars, that it would be endless to enumerate them ; for it comprehends every thing which appertains to accurate interpretation ; and as you will learn them all by actual experience, it is unnecessary, and might appear ostentatious in me, to dwell upon them in this place. To sum up the whole in a few words ;—it is my endeavour to unite the useful with the agreeable, and in explaining authors, to imbue your minds with a just sense of their real beauties, and by the very pleasure of these exercises, to lead you up to the principles of the language and composition of the Greeks, as they are to be traced either in single words by means of etymologies and analogies, or as they are settled by usage in the construction of sentences.

After this part of your duty comes the task of *repetition*, or *reviewing* your studies, and this is twofold ; first on the part of the master (which it is unnecessary here to explain) and secondly, on the part of the scholar ;—this latter is to be continually practised at home, and has an incredible effect in assisting your progress ; but it must be a real and thorough review ; that is, it must be again and again repeated. What I choose is this ; that every day the task of the preceding day should be reviewed ; at the end of every week, the task of the week ; at the end of every month, studies of the month ; in addition to which this whole course should be gone over again during the vacations ; for the review which is thus made in the vacations, being done more deliberately, is of the utmost efficacy in making you thorough scholars, and affords, besides, the greatest satisfaction by making you sensible of your own proficiency and inciting you to persevere in your studies. For this reason I have ever been struck with the good sense of our ancestors (among other things) in appointing vacations ; which were intended by them, to give opportunity to the professor for recreation of body and mind, and to the pupils for reviewing their studies.* Therefore,

* A friend of mine, upon reading these remarks, which were written sometime ago, observed—' Your praise of our vacations comes very sea-

my estimable young friends, employ yourselves in this exercise of reviewing, and thus carry into effect the intentions of your wise ancestors. Having then during the vacation, gone over the whole of your preceding studies, you will anticipate and be prepared to meet those of the succeeding year ;—such of you, I mean, as shall again return to your studies in Greek literature. Nor will those of you, who may leave me and return home, wholly neglect in private the pursuit of this or any other part of learning, and thus commit to oblivion all your acquisitions. On the contrary, you will not fail to devote one hour, or part of an hour at least, every day, to these studies on the same plan which you have followed under me ; for there is no business of life, no avocation whatever, which will not permit a man, who has an inclination, to give a little time every day to the studies of his youth. And, in case you faithfully keep up this practice of reviewing your Greek studies, I shall, in truth, be the most empty of all boasters, if you do not in a short time acquire such a familiarity with the language, that you will be able to read Greek with just the same facility as Latin authors, or even the writers in any modern language with which you are acquainted. I can truly say, that if I have made any progress myself in Greek learning, I owe it to this practice of reviewing.

It will not be out of place here, to give you some account of my own studies ; for perhaps you may be incited by my example. When I was in my eighteenth year, I had learned about as much Greek, as you generally know, after being with me four months. I diligently attended the professors, both in literature, and in the more profound parts of knowledge, as we are accustomed to speak ; but all, with very little advantage. I appeared indeed to others to have made some progress, but I did not feel sensible of it myself ; I repented of my labour, and looked around for room to take a higher flight. I returned to my studies, and determined to go over them again under the guidance of my own feelings ; I did so, and, indeed, advanced in this way somewhat farther than I had done during the period of my attending the professors ; but still I accomplished nothing in comparison with my expectations, and I gave up the whole in disgust. I then

sonably to meet the late remarks of a certain Belgian author, who censures them ;’ at the same time he shewed me the book. I looked at it ; but saw no reason to alter what I had written. **AUTHOR.**

went from one study to another, but they were all alike repulsive and irksome ; and yet, like one whose appetite is disordered, I was constantly seeking for some intellectual nutriment. I at length recollected the pleasure which I took, when a boy, in the study of Greek, and I began to look round for some book that I had formerly read. I took down from my shelves the little work of Plutarch on the Education of Children, and read it once. I then went through it a second time. This was truly a task, and was far from affording me any pleasure. From Plutarch I betook myself to Herodian, which gave me rather more pleasure, but still did not satisfy me. Then, as by chance, I met with a copy of Ernesti's edition of the *Memorabilia* of Xenophon, an author whom I had as yet known merely by name ; and I was wonderfully captivated with the indescribable suavity of that author ; and yet I was not so fully sensible of his excellence at this time, as I was afterwards. In reading and studying this work, I made it a rule never to begin a section without re-perusing the preceding one, nor a chapter, nor book, without going over the preceding chapter and book a second time ; and finally, after having finished the work in that manner, I again read the whole in course. This was a labour of almost three months ; but such constant repetition proved most beneficial to me. The effect of repetition seemed to be, that when I proceeded from a section or chapter, which I had read twice, to a new one, I acquired an impulse which bore me along through all opposing obstacles ; like a vessel, (to use Cicero's comparison in a similar case,) which, having once received an impulse from the oar, continues on her course even after the mariners have suspended their exertions to propel her.

I have, therefore, constantly adhered to this practice of repeating, or reviewing. After having thus acquired some knowledge of the Greek language, and by means of Ernesti's short notes become acquainted in some measure with the principles of interpretation as well as with books, I resolved to devote myself to Greek literature ; and from that time I commenced the reading of the Greek authors. I began with Homer's *Iliad*, of which while a boy, I had read about an hundred lines in the first book. I read it at this time in the same manner as I had done Xenophon's *Memorabilia*,—that is, continually repeating each portion that I studied ; and I

finished the whole in two months. I regretted that I had used Schrevelius; for by following him I was led into very many errors, to correct which, afterwards cost me much time and labour.* Oh! that I had then known and enjoyed the benefit of being directed by the light of the Hemsterhusian method which is now enjoyed in the schools of Holland and is accessible also to you; and so much the more sure you may now be of making a proficiency in your studies, as your advantages are greater than mine were in my youth. But to return.

I proceeded with Homer, rather because it was necessary than because I found it agreeable; for I was not yet sensible of the powers of that divine poet. I have known other young persons experience the same thing; the cause of which I afterwards understood, but it would be tiresome here to explain it at large. I therefore took up Xenophon in conjunction with Homer, and gave the greatest portion of my time to his works, which I almost devoured;—so easy were they

* This remark must, of course, be understood as applying to the *Latin* of Schrevelius, which is undoubtedly defective, and from the *general* nature of the terms frequently employed in rendering a Greek word, will often leave a boy at a loss for the *specific English* meaning of it. But as a *Vocabulary of the Greek Language*, Schrevelius will be found to be better adapted to the use of common schools than the more copious lexicons. Knox, whose judgment in a question of practical education, is entitled to much respect, says, in his ‘*Liberal Education*’—‘Schrevelius’ Lexicon is with great propriety every where used. It is particularly adapted to the Greek Testament and to Homer; and is well suited both to the beginner and to the proficient in Greek.’ Since Knox wrote, this work (which has passed through above twenty editions in England) has been augmented by the English editors with a considerable number of words, which occur in the various books now used in schools; and if it were published with care in Greek and English, we might hope soon to see our young men read Greek with as much ease as they do Latin—a point in education, which is so far from being the exclusive right of a professor at a university, that even in the opinion of Lord Chesterfield (who had an abhorrence of every thing pedantic) it ought to be the aim of every accomplished gentleman. ‘Pray,’ says he in the most earnest manner to his son, whom he was educating for a finished gentleman, ‘pray mind your Greek particularly; for to know Greek very well, is to be really learned: there is no great credit in knowing *Latin*, for every body knows it; and it is only a shame not to know it. Besides that, you will understand Latin a great deal the better for understanding Greek very well.’ The Germans have Greek Lexicons explained in their own language, and the French have them in theirs. Why then should not we have ours also? TRANSLATOR. We have understood, that a *Greek and English Lexicon*, was begun some time ago in this vicinity, and is now in progress. EDITOR.

to me, that I was rarely obliged to use a Lexicon, for every thing was intelligible from the connexion of the sentence. I had, moreover, a Latin translation, which was of use to me at my age, but never is to boys at school.* I thus went through all the works of Xenophon (except the *Memorabilia*) four times in four months. I now began to think there was no author that would not be easy to me; and I took up *Demosthenes*. I had an edition with the Greek text only, accompanied with the Greek notes of Wolfius. Alas! darkness itself! But I had learned not to be deterred on the first approach, and I persevered. I found greater difficulties than ever, both in the words and in the extent of the orator's propositions; but, at last, after much labour I reached the end of the first *Olynthiac*. I then read it a second and third time, when every thing appeared clear, but still I found nothing of those powers of eloquence of which we hear so much. I doubted at this time whether I should venture upon another of his orations, or should review again the one which I had just read; I decided however to review it; and (how wonderful are the effects of this practice, which can never be sufficiently recommended!) as I read, a new and unknown feeling took possession of my mind. Hitherto in reading the Greek authors, I had experienced only that pleasure which arose from understanding their meaning and the subjects discussed by them, and from observing my own proficiency.

* I cannot forbear adding here the testimony of Knox against using translations in schools. Few men have had better opportunities or have reflected more upon the subject of education than this judicious writer, who was for a great many years an instructor himself. He says in the most decided terms—'From experience I am led to disapprove those translations, which in many schools are constantly used;' and again—'Instances have occurred to me, as they must to others, of boys who came from schools where translations were used; and who have been advanced to the higher classics with translations; but who, without those assistances, were totally ignorant of the rules of construction, and in order to make any solid improvement, were compelled to begin at the very elements of the Latin language.' The author also attributes the small number of good Greek scholars (in comparison with the Latin) to the practice of publishing Greek books with Latin translations. He then adds—'together with translations, I wish it were possible to banish those editions in which the order of construction is given on the same page with the text.' His whole section upon this subject deserves an attentive perusal, indeed the whole of his 'incomparable Treatise on Education,' as Gilbert Wakefield justly calls it, ought to be in the hands of every parent; and I am surprised that some of our enterprising booksellers have not reprinted it. TRANSLATOR.

But in reading Demosthenes, an unusual and more than human emotion pervaded my mind and grew stronger and stronger upon every successive perusal. I could now see the orator at one time all ardour, at another, in anguish, and at another, borne away by an impulse which nothing could resist. And as I proceed, the same ardour begins to be kindled within myself, and I am carried away by the same impulse. I feel a greater elevation of soul, and am no longer the same man; I fancy that I am Demosthenes himself standing before the assembly, delivering this oration, and exhorting the Athenians to emulate the bravery and the glory of their ancestors; and now, I can no longer read the oration silently as at first, but aloud; to which I am insensibly impelled by the strength and fervour of the sentiments as well as by the power of oratorical harmony.

Pursuing this method, I read almost all the orations of Demosthenes in the course of three months; and by this means being the better qualified to understand the Grecian writers, I was more than ever delighted with Homer, and presently finished reading him; after which I occupied myself more advantageously with other authors. The next I began was Plato, with whose works I am persuaded I never should have been so much captivated, if I had not brought to them an ardour, which was ever the more ready to kindle in consequence of the excitement produced by the study of Demosthenes. There is, indeed, in Plato an exuberance and force of genius, tempered with a certain sedateness yet diversified as well as inexhaustible, which cannot fail to soften and move the most inflexible reader. In Xenophon, it is true, we see a perfect and highly wrought picture of Socrates; yet it is but a picture. But in Plato we see Socrates himself in every thing except his material form; he lives, breathes, speaks and acts; and incites the reader to participate with him in all he does. I should add, that I was wonderfully aided in understanding him by Ruhnken's observations on Timæus's Lexicon, from which I derived all that light which enabled me to perceive the powerful influence of Plato's genius throughout the world of letters. After this I proceeded to all the other classic authors of the first rank, and the philosophers and sophists of the later periods; not omitting even those of the fathers, whose writings were connected with ancient learning. This whole course of reading, from

the time I began Xenophon's *Memorabilia*, was accomplished in four years ; and I gave an account of it in a letter to Ruhnken, informing him that he had, though without knowing me, been a guide to me in a most efficacious and sure method of study.

These particulars of myself you know I do not relate from ostentation ; and you will have further evidence of it in what I am now going to state. You are probably ready to ask, what my progress was in *Latin* during the period of my Greek studies. I am ashamed to confess it : There is not one of you, who does not know a great deal more than I did. I had nothing remaining of what I had studied in my youth ; for my instruction ceased when I was only fourteen years old, and I had then learned nothing of Cicero but a few chapters of his *Offices*, the study of which has been very irksome to me, from not understanding them. I had also learned Phædrus, Curtius, Justin, and (what was the best part of my labour,) a part of Nepos' *Lives*, Virgil's *Georgics*, and half of the *Æneid*. Little enough indeed ! But I had lost even this. Some persons used to tell me, that as I was so well acquainted with Greek, there was no need of my studying Latin ; but of the folly of this I was well convinced, as you will presently be. I began with Terence ; and, incredible as it may seem to you, it is literally the fact, that even Demosthenes, upon my first attempt to read him, was not more difficult than I found Terence. The labour of one month, however, rendered my progress easy. I then took up Cicero, and other authors ; and, without tiring you, let me observe in a word, that in whatever Latin work I read I could trace Grecian learning throughout ; both the matter, the diction, and the sentiments had only been transplanted into another soil. A single year was sufficient for my Latin course. As to my subsequent studies I need only remark, that I proceeded with less rapidity than I had done, in order that I might read thoroughly, rather than read many authors ; and I never began any thing new, until I had reviewed my preceding studies, brought them to the test of criticism, and applied what was valuable to the increase of my stock of knowledge and the improvement of my mind.

Now, my intelligent pupils, why should not you be able with the assistance of an instructor, to accomplish as much as I did without one, and by my own industry alone ? As-

surely you will, and more than it was in my power to do. You must, however, bring with you a resolution to pursue your studies with constancy and perseverance ; without which, even the greatest promptitude of genius in the acquisition of learning will be useless.

But, it will be said, that every body cannot devote so much time to learning, and that all do not intend to make a profession of literature as I have done ; for every one is obliged to pursue some occupation, which shall yield him either profit or honour. One man is destined to be an advocate, and another, a statesman ; one, to be a divine another, a physician, and a third, a merchant ; while even some, who are not preparing themselves for either of those walks of life, will content themselves with merely the ornamental part of literature. All this I expect to hear, as I have often heard it before ; and it is only a repetition of the old sentiment of Neoptolemus in Ennius : ‘ *Philosophandum est paucis ; nam omnino haud placet.*’ For myself, I leave it to every man’s own judgment to decide, what parts of knowledge he will teach, and to what extent he will pursue them ; I do not address myself to strangers, nor express these opinions with a view to allure pupils to my school ; but I am speaking to young men of liberal minds, who have already voluntarily made themselves my scholars, and who are of opinion, that whatever may be their lot and condition in life, this branch of learning will be both useful and ornamental to them ; and therefore they have resolved to make it a part of their education. Such young men it is my duty to inform, how they may employ, to the greatest advantage, that portion of their time which they are willing to devote to these studies ; and for their benefit have I published the present work.

Under these impressions, therefore, I shall not be dissatisfied with the labour I have submitted to in the present instance. For if Grecian learning is of so great moment in a liberal education, as every one acknowledges it to be ; if the Greeks excelled in all the arts and in the different branches of knowledge, and have left us the most abundant means of perfecting the cultivation of the mind ; if their writings are replete both with precepts to lead an enquirer to the acquisition of knowledge in things human and divine, and with examples to impress the heart with a just sense of what is laudable and decorous in our character, and to enkindle in us

the love of virtue ;—if, I say, these are the advantages of studying the Grecian writers, then I shall feel no hesitation in declaring that I have accomplished a most honourable design in publishing the present work as well as in becoming an instructor in Grecian literature ; and I derive the greatest and most exquisite remuneration for having carried my design into effect, in perceiving that this course of study is every day becoming an object of greater interest than ever, with youth of liberal minds. And may this ardour in the cause not merely remain as great as it now is, but go on increasing ! Whatever may be the result, I shall myself enjoy the consciousness of having undertaken the honourable office of an instructor of youth, with the sincere design of being useful to the state ; for such an office it is, in the opinion of so great an authority as Cicero himself ; whose remarks on this subject will render it unnecessary for me to add any thing further to this preface : ‘ Quod enim munus (says he in *Divin. II. 2.*) reipublicæ afferre majus, meliusve possumus quam si docemus atque erudimus juventutem ? his præsertim moribus, atque temporibus, quibus ita prolapsa est, ut omnium opibus refrenanda ac coercenda sit. Neque vero id effici posse confido, quod ne postulandum quidem est, ut omnes adolescentes se ad hæc studia convertant : pauci utinam ! quorum tamen in re-publicâ late patere poterit industria.’

Amsterdam, November 1793.



On the Use of Trisyllabic feet in Iambic verse.

THE only feet of three syllables which can be employed in English Iambics, are either those which have the two first short, and the third long, or those which have all three short—the anapest, and the tribrachys. A certain use of these feet, in that kind of verse, has been allowed from the very beginnings of English poetry. This takes place either when the two first syllables in these feet are vowels or diphthongs, as in the following instance—

To scorn | delights | and live | labo | *riōūs dāys.*

or when the letter *r*, only, is interposed between the vowels, as in the following—

And ev- | ery flower | that sad | embroid- | *ērj wēar.*